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established. These principles are broad enough to serve as a basis both for the details of an individual's work, for teaching in the schools, and for a philosophy of life. Although the writer found his first inspiration in the philosophy of Herbert Spencer, he acknowledges aid from the writings of such students of efficiency as Taylor, Emerson, and Münsterberg.

A large portion of the book is given to the analysis of the concept of efficiency, and a careful definition of terms. An abundance of concrete illustrations is provided in the text to make each point clear, and every chapter is followed by a group of exercises ranging in number from 20 to 75, intended further to test the reader's understanding of principles. In a later chapter, the "efficients" derived from the preceding analysis are combined. Such combination is illustrated thus: "For instance, in the rotation of crops in agriculture we evidently have the use of the principles of diversity, direction, and rhythm. But these result in other efficiency principles, such as the retention and re-use of farm laborers the year round, the greater re-use of farm machinery, utilization of by-products, the prevention of waste, as by the destruction of insect pests, a uniformity of returns, and many other useful results and agencies" (p. 302).

In the last chapter the author offers a "systematic though brief application of the efficiency methods" to specimen departments of human thought and endeavor. The first application is made to the field of psychology, "since all applications to the world as it is must, in the ultimate analysis, be made by persons." This is followed by applications to the departments of education, sociology, business, art ethics, and religion.

Although the book is intended for general reading, as well as for text-book purposes, careful study is required to get its full value. It should furnish to its readers a much needed check upon the tendency toward the indiscriminate application of efficiency methods, and extravagant expectations of results.

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JOURNALS AND NEW BOOK

JOURNAL OF EXPERIMENTAL PSYCHOLOGY. December, 1916. *Reflex Secretion of the Human Parotid Gland* (pp. 461-493): K. S. LASHLEY.—Experiments reported form a preliminary survey of the conditions affecting the secretion of the parotid gland. Direct reflexes of this gland are excited by mechanical, chemical, and

protopathic stimulation of the oral mucosa. There is probably no direct reflex to thermal stimuli unless they are of protopathic intensity. The secretion produced when a foreign object is chewed involves a specific reaction to a complex group of stimuli. The presence of food in the stomach excites secretion. Other conclusions are made. *Positive Acceleration in Improvement in a Complex Function* (pp. 494-507): J. CROSBY CHAPMAN. - Measurements were made at weekly intervals of 100 individuals in the typewriting class of a school of commerce. Results selected at random from the group practising for 20-100 hours show initial positive acceleration, whereas for the group practising 75-165 hours, the ordinary type of practise curve, indicating negative acceleration in the improvement, is the general rule. While no claim is made that positive acceleration in improvement, over short periods of time, is universal in adult learning, yet in complex traits it is probably always present to a certain extent and must be considered in framing a psychology of skill. *The Influence of Mental and Physical Work on the Formation of Judgments in Lifted Weight Experiments* (pp. 508-532): SAMUEL W. FERNBERGER. - Intensive mental work for a half hour does not seem to have any influence on the formation of judgments in lifted weight experiments. Very intensive physical work of the muscles utilized in the liftings has a marked and exceedingly great influence on the formation of judgments in lifted weight experiments. *The Trabue Completion Test as Applied to Delinquent Girls* (pp. 533-539): ALIDA C. BOWLER. - The purposes were (1) to determine whether an individual's graded completion test achievement might be considered indicative, to some extent, of his general mental ability; (2) to obtain a practical, graded series short enough to be completed in 15 or 20 minutes. Children from 13 to 18 were tested by the Yerkes-Bridges Point scale and by the completion test. The coefficient of correlation between the two was .79 with P.E. .0157. An individual's grade completion test achievement is, to some extent, indicative of his general mental ability. *The Effect on Foveal Vision of Bright Surroundings. IV* (pp. 540-566): PERCY W. COBB. - An investigation of the difference-threshold under various conditions as to brightness of field and surroundings. A method of computation was used which was based on the same assumptions as the classical method of constant stimuli. *Discussion.*

REVUE DE MÉTAPHYSIQUE ET DE MORALE. November, 1916. *Pensées* (pp. 787-807): CH. RENOUVIER. - Miscellaneous paragraphs written during the last year of Renouvier's life (1902-03). *La démonstration géométrique et le raisonnement déductif* (pp. 808-858): L. ROUGIER. - The dilemma that if geometry is deductive, it is

tautologous, and if intuitive, it is uncertain, is solved through its possibilities of creating new objects so that "the axioms of geometry define the structure of a group; they do not determine univocally its material." *L'idéalisme de Taine* (pp. 858-878): R. LENOIR. — A presentation of Taine's thought as an independent, consistent metaphysical idealism. *Notes de critique scientifique. De L'abus de l'intuition dans l'enseignement mathématique*: L. COUTURAT. *Questions pratiques. La force du droit*: G. BELOT.

Papillault, G. *Science Française, Scolastique Allemande*. Paris: Librairie Félix Alcan. 1917. Pp. 154. Fr. 2.50.

Pintner, Rudolf and Paterson, Donald G. *A Scale of Performance Tests*. New York and London: D. Appleton and Company. 1917. Pp. xi + 218 \$2.00.

Wells, Frederic Lyman. *Mental Adjustments*. New York and London: D. Appleton and Company. 1917. Pp. xv + 331. \$2.50.

Worsley, A. *Recognition: With an Outline of a Theory of Knowledge*. Isleworth, England: A. Worsley. 1916. Pp. 64.

NOTES AND NEWS

THE National Research Council has appointed the following committee on psychology: J. McKeen Cattell, Columbia University; Raymond Dodge, Wesleyan University; Shepherd Ivory Franz, Government Hospital for the Insane; G. Stanley Hall, Clark University; C. E. Seashore, University of Iowa; E. L. Thorndike, Teachers College, Columbia University; John B. Watson, Johns Hopkins University; G. M. Whipple, University of Illinois; R. M. Yerkes, Harvard University, Chairman.

PROFESSOR WILLIAM CHANDLER BAGLEY, director of the school of education of the University of Illinois, has been appointed professor of education in Teachers College, Columbia University.

DR. RAYMOND DODGE, professor of psychology at Wesleyan University, has been appointed to the Ernest Kempton Adams research fellowship at Columbia University.

PROFESSOR R. M. YERKES, of Harvard University, has been appointed professor of psychology and director of the psychological laboratory at the University of Minnesota.

PROFESSOR J. B. PRATT, of Williams College, has been appointed Mark Hopkins Professor of Intellectual and Moral Philosophy at that institution.